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ML/EL District Plan

Estacada School District

ESTACADA SCHOOLS

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Introduction

The Oregon Department of Education defines education equity as the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, educational rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

As the number of English Learners (EL) in Oregon continues to rise, so too does their proportion within the overall student population. Over the past decade, various efforts across Oregon have focused on promoting equitable practices to provide better opportunities for students of color and multilingual learners. However, these efforts have often been fragmented, compliance-driven, and lacking the cohesive focus required for real impact. Persistent opportunity and achievement gaps in academic performance, high school graduation, and other areas underscore the need for a more aligned and sustained effort.

Communities across the state are calling for action, and we must heed that call by designing a more unified, research-driven approach to supporting EL students. The Multilingual Learner/English Learner District Plan (ML/EL District Plan) is designed to guide districts in developing a comprehensive plan that is evidence-based, aligned with the needs and priorities of Oregon's Multilingual Learners Strategic Plan and the EL Outcomes Program, and meets state and federal requirements for serving multilingual learners.

Background

ML/EL District Plans provide evidence of compliance with OAR 581-23-100 (3)(c)(b)(4), which charges districts with the development of programs for English Learners (ELs) that meet basic U.S. Department of Education, Office for Civil Rights guidelines. ML/EL district plans address the components required by Lau v. Nichols (1974). This plan template incorporates guidance provided by the U.S. Department of Education, Office for Civil Rights and provides an opportunity to comprehensively align the articulation of basic programmatic requirements for serving students who are entitled to English Language Development support to access the general education provided, as well as the systemic improvements that are needed to evolve programs to better meet the needs of the students they intend to serve .

This plan template guides districts to describe how they meet the needs of multilingual/English learners in seven key areas:

1. Identification of Multilingual English learners
2. Instructional programming and staffing
3. Assessment and progress monitoring for current students

4. Monitoring exited students
5. Equitable program access
6. Family engagement and communication
7. Program evaluation

These plans enact the state's vision that all adults share the responsibility of contributing to educational systems that ensure multilingual students designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations, supporting all Oregon students to graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and to be college and career ready.

To reach this vision, our mission is to transform Oregon's education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.

EL Outcomes Program (HB 3499)

The EL Outcomes Program was established through the passing of House Bill 3499 in 2015. House Bill 3499 directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in the K-12 education system. The program addresses disparities experienced by Multilingual and English Language Learners, historical practices leading to disproportionate outcomes for students, and the educational needs of the students from K-12 education by examining culturally appropriate best practices in this state and across the nation.

Districts are identified and onboarded into an EL Outcomes Program cohort every four years based on a set of 14 Indicators within the EL District Data Profiles among other factors. Each district that is identified is notified by the EL Outcomes Program team of their designation and receives support throughout the duration of their four-year designation.

The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicators, the Agency will direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

ODE provides culturally responsive support and interventions to those identified as Transformation and Target Districts. Transformation and Target Districts receive the following:

- ODE Education Program Specialist supports
- A comprehensive needs assessment process, root cause analysis, systemic intervention identification, and action plan and budget development with support from ODE
- Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities

- Funding for the improvement and implementation of systems and structures towards supporting ML/EL students. The funding distribution model assigns a specific dollar amount annually to each identified Transformation and Target district. Allocations are based on a weighted funding formula.
- Participation in a Community of Practice

The ML/EL District Plan template guides districts to conduct an evaluation of their local programs and is evidence-based. ODE uses components of ML/EL district plans to conduct a comprehensive needs assessment with districts identified for improvement to identify the root causes impacting student performance, program quality, and effectiveness, as required by state rule (see OAR 581-020-0615 and OAR 581-020-0613). The completion of a comprehensive needs assessment of a district's EL program is one of the initial steps in the onboarding process of the program.

In addition to the initial comprehensive needs assessment, the onboarding process includes a root cause analysis, culturally and linguistically responsive community engagement review of data, and selection of priority indicators and systemic intervention categories.

Taken together, these activities form the basis for the planning and implementation of the district's EL Outcomes Program Action Plan and Budget. There will be an in-depth overview of all tasks and processes as well as scheduled check-ins along the way to support identified districts as they complete the plan.

Organization of the Template

This template provides a framework for districts as they develop their new or revised local EL plans. The first section, District Assurances, provides an opportunity for districts to affirm compliance with state and federal requirements, and to request support from ODE as needed.

The second section of the ML/EL District Plan guides districts to describe their practices in each key area and incorporates inquiry stems employed by the EL Outcomes Program to gather perspective and information that will aid in root cause analysis and systemic interventions identification to develop local action plans. Information about the legal requirements and guidance from the state's Multilingual Learners Strategic Plan is incorporated throughout, as well as relevant resources and tools to support districts with their plan development.

District Assurances: Smartsheet Link

The district assurances are included as a check box instead of the district providing a written narrative. These items address systems that districts typically have in place. Select "Yes" if the district is addressing this activity or "ODE support requested" if the district would appreciate support with this item. The "ODE support requested" response will assist ODE staff in partnering with each district with their instructional program implementation.

Section 1. Identification of Multilingual English Learners

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
Oregon Language Use Surveys are administered to all incoming students upon registration.	X	
ELPA screeners are administered to students within 30 calendar days of enrollment at the beginning of the school year, or 14 calendar days once the school year has begun.	X	
Parent Notification letters are provided to students' families within 30 calendar days of enrollment.	X	
Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program. (ESSA Title I, Section 1112(e)(3)(A))	X	

Section 2: Instructional Programming and Staffing

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
All students are assigned to both a core-content program and a language instruction service model.	X	
The language proficiency of each student is considered when determining which language service model the district will provide the student.	X	
All teachers have a valid Oregon teaching license and ESOL (English to Speakers of Other Languages) endorsement (if required for the position by the Teachers Standards and Practices Commission (TSPC).		

All teachers in the EL instructional program without an ESOL endorsement have had training in instructional methods proven effective with EL students. These teachers do not provide EL instruction more than the Teachers Standards and Practices Commission (TSPC) permitted instructional hours by staff without an ESOL endorsement.	X	
All teachers in the EL instructional program are fluent in English and any other language used for instruction, including having written and oral communication skills.	X	

Section 3. Assessment and Progress Monitoring for Current Students

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
Parents/guardians are provided ELPA and state content test results in languages they can understand.	X	
Parents/guardians are notified of the testing schedule before the assessments start.	X	
District staff process "opt-outs" (for ELA/Math state assessments) and parent/guardian requests for exemption (for ELPA/Science assessments) in a manner consistent with Oregon's Test Administration Manual.	X	
The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.	X	
Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.	X	
Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.	X	
Alt ELPA is available to students with significant cognitive disabilities.	X	
Test administrator assurance forms are stored annually in a secure environment. These forms are located on the Assessment Administration page.	X	
A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).	X	

Section 4. Monitoring exited students

District Assurances required, check all that apply	Yes	ODE Support Requested
Parents/guardians must be informed of the desire to return a monitored EL/ML student to the EL Instructional program, and they must agree to this return to the EL instructional program.	X	
Students that score proficient on ELPA (English Language Proficiency Assessment) summative are exited from the EL instructional program.	X	
District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.	X	
District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed	X	

Section 5. Equitable program access

District Assurances required, check all that apply	Yes	ODE Support Requested
When an EL is suspected of having a disability, the disability evaluation is administered within required timelines once required notices have been provided and parental consent has been obtained.	X	
The reason for the disability evaluation is based on the student's suspected disability and need for disability related services, and not on the student's ELP.	X	
The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.	X	
The district reviews the student's language abilities in both English and the primary home language to provide evaluations whose results would be beneficial to instructional decisions.	X	
The IEP or Section 504 team include participants who have knowledge of: the student's language needs, training in special education, training in appropriate related services, and	X	

professionals with training in second language acquisition or EL instructional services.		
The parents/guardians have been invited to participate in the planning process (of their student's IEP) and informed of their rights, in a language they understand.	X	
A trained interpreter (including sign language if appropriate) and translated documents have been made available for parents/guardians when required (e.g., parent/guardian notices under Individuals with Disabilities Education Act (IDEA), or when determined necessary to ensure effective communication.	X	
The IEP or Section 504 plan outlines when and by whom the accommodations, modifications, and supports in the IEP or Section 504 plan will be provided.	X	
There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.	X	
The student's general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.	X	
All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).	X	
All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.	X	

Section 6. Family Engagement and Communication

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
The district provides parents/guardians school-related information they need in order to make informed decisions about their children's education (language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation, etc...) in languages the parents/guardians can understand.	X	
The district has a process for determining, (1) if parents and guardians need language assistance and (2) the primary language of parents/guardians.	X	

The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.	X	
The district: Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, are: ● proficient in the target languages; ● have knowledge of specialized terms or concepts in both languages; ● are trained in the role of an interpreter or translator, ● the ethics of interpreting and translating, ● the need to maintain confidentiality.		
The district provides the Oregon Language Use survey in languages parents/guardians can understand.	X	

Section 7. Program Evaluation

District Assurances required, check all that apply	**Yes**	**ODE Support Requested**
The district understands and is compliant with annual evaluations of the implementation of its ML/EL instructional program.	X	
The district annually reviews its identification process and has addressed any identified concerns related to its implementation.	X	
The district annually reviews the EL exiting process and addresses any concerns related to its implementation.	X	
The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes. The district has addressed any identified concerns related to the implementation of the process.	X	
The district annually reviews its staffing for the ML/EL instructional program to determine: Language diversity of the students and the number of staff supporting the language diversity.	X	

Ethnic diversity of the students and number of staff with similar ethnic diversity. Bilingual abilities of the staff. The district has addressed any identified needs.		
The district annually reviews its instructional materials for the ML/EL instructional program to determine: Instructional materials support ethnic diversity of enrolled students. Multicultural instructional materials are available for all content areas. Instructional materials are supportive of multilingual diverse cultures and communities. The district has addressed any identified needs.	X	
The district annually reviews the ML/EL student population and determined any changes in instructional needs due to: ● Recent arrivers (including refugees, unaccompanied, etc.) ● Long Time ELs ● ELs with IEPs (Individual Educational Plan) ● Increase/decrease in populations ● Language diversity ● Ethnic diversity ● Other identified needs	X	
The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups. The district has addressed any identified needs.	X	
The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).	X	
The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.	X	
The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	

The district annually reviews the outcome data (OTELP) of ELs progress in learning English.	X	
The district annually compares the outcome data of former ELs (monitor and post-monitor) progress on state content assessments (ELA/Math) compared to the data of Never ELs.	X	
The district annually compares attendance rates for ELs and compares these rates to Never ELs.	X	
The district annually compares discipline data for ELs and Never ELs.	X	
The district shares the above data reviews with educators (including EL specialists, classroom teachers, special education specialists, counselors, building level administrators, district level administrators, and school board members) annually.	X	

ML/EL district Plan

Section 1. Identification of Multilingual English Learners

Legal Requirements and Guidance for Identification of English Learners

- States must have a standard EL identification process across all LEAs (local education agencies). (ESSA Sec. 3113(b)(2))
- School districts must have procedures in place to accurately and timely identify students whose primary home language is other than English and determine if the student qualifies as an EL through a valid and reliable assessment (Dear Colleague Letter, Jan 2015).
- School districts must administer the ELPA identification screener to all qualifying students as identified by the required Oregon Language Use Survey. (ESSA Title III – statewide identification – ESSA 3111 (2) (A)
- ELPA identification screener must be administered by a trained staff member (OAR Test Administration Manual).
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A).

District Plan for Identification of English Learners

1. Describe the district's process for identifying the language backgrounds of students arriving in your school/district, including administration of the Language Use Survey.

   Parents/Guardians complete on-line student enrollment forms for all newly arrived in district K-12 students; available in English and Spanish. The ODE approved Language Use Survey is included in the enrollment packet. Additionally, our district Translation Department will assist Spanish speaking families needing one-on-one support in the completion of enrollment forms.

   If the LUS indicates an influence of a language other than English, the EL Specialist will follow the LUS rubric to determine if the ELPA Screener should be administered to the student. If the student qualifies for EL services, the EL Specialist will initiate the Purple Folder placing the LUS and other documents in the folder which is added to the students CUM folder.

2. Identify the district staff responsible for working with families to complete the Language Use Survey.
    - ☑ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist)
    - ☑ District support staff (for example, secretary, school enrollment/registration personnel)
    - ☑ School licensed/certified professional (for example, English learner teacher, classroom teacher, counselor)
    - ☑ School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for example, the district provides a link to an online home language survey and parents/guardians complete it at home)
    - ☐ Other (specify) _____

3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?
    - ☑ A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.
    - ☐ Our system has a welcome center which guides families through the process, using interpreters as necessary for clear communication throughout the process.
    - ☑ Families are notified in writing if a written translation is not provided. An oral interpretation is made available whenever needed.
    - ☑ ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications
    - ☐ Other: _____

4. Identify how the Oregon Language Use Survey (LUS) is administered.
    - ☑ Paper survey (including a form downloaded from district website)
    - ☑ Online survey via computer, tablet, or another electronic device
    - ☑ Verbal survey administration for all families
    - ☑ Verbal survey administration for select families (for example, low literacy, non–English speaking, disability) or if requested
    - ☐ Other (specify) _____

5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

    - School building secretaries are electronically notified when parents/guardians submit complete digital enrollment forms including the LUS. Once reviewed, the

information is populated into our PowerSchool Student Information System (SIS). The school building English Language Specialist and District EL Coordinator receive an email alert that a student with an influence of a language other than English has enrolled.

- For Kindergarten students and students newly arrived in the US, the EL Specialist will review the LUS using the Oregon approved rubric to determine if screening is appropriate.
- The EL Specialist will make note of all other newly enrolled students. Each school has a tracking system in place to ensure that, upon receipt of a transfer student's cumulative (CUM) folder, the EL Specialist is promptly notified to review it. During this review, he EL Specialist will determine whether the student:
  a.) has been previously identified as an English Learner (EL);
  b.) qualifies for and is currently receiving EL services;
  c.) qualifies for EL services but has a documented parental waiver declining services; or
  d) has exited the EL program and is considered proficient.
- In the event a transfer student's CUM folder does not arrive within 30 calendar days of enrollment at the beginning of the school year, or 14 calendar days once the school year has begun, the EL Specialist will make every effort to contact the student's previous school for EL services information.
- If the student has transferred from another Oregon school, we will check the ODE English Learner History Report to verify EL status.
- If we are still unclear and coming up on the 30 or 14 day timeline, we will administer the ELPA Screener to determine eligibility of English Language Development services.

6. Describe the district's process for screening and recording results of the screener in the district's student record system.

School building English Language Specialists and District EL Coordinator receive an email alert when a student with an influence of a language other than English has enrolled. If language screening is appropriate based on the LUS Rubric, the building EL Specialist will administer the ELPA Screener following all state guidelines and requirements ensuring screeners are administered within 30 calendar days of enrollment at the beginning of the year, or 14 calendar days once the school year has begun. ELPA Screener scores are retrieved from the Oregon Statewide Assessment System (OSAS) portal. All students scoring Emerging or Progressing qualify for district English Language Development services. The building EL Specialist will update the English Learner profile in PowerSchool SIS following ODE EL Submission Guides.

7. Describe how district staff are trained on the purpose and uses of the Oregon Language Use Survey and ELPA screener. [required, open-ended response]

   The District EL Coordinator and all building EL Specialists participate in Clackamas ESD fall ELPA Screener training. The purpose and uses of the Oregon Language Use Survey is included in this training. Once all requirements are met, a Test Administrator Assurance of Test Security form is completed and submitted to the District Test Coordinator.

   The district EL Coordinator will provide guidance and training to all building front office staff in the purpose and use of the LUS. When a new student enrolls with an influence of a language other than English, the front office staff will notify building ELD teachers by making a copy of the LUS and placing it in their mailbox. Building ELD teachers will follow the LUS rubric to determine if the ELPA Screener should be administered to the student.

8. Are there schools with at least 15 or more students in a particular grade K-5 who qualify for English Learner services who speak the same home language that could be potential sites for new dual language programs? If so, please describe below.
   No

9. Describe the district's process for enrolling students with disabilities (or suspected disabilities) when the ELPA (English Language Proficiency Assessment) screener may not be accessible. (EL data collection code 2-J)

   Estacada School District follows standard protocol to determine whether ELPA Screening is appropriate for newly enrolled students who have an IEP (Individualized Education Plan), and IFSP (Individualized Family Service Plan), or suspected disabilities. Building EL Specialists will meet with the Special Education case manager to determine what, if any, accommodations will need to be provided for the student to access the ELPA Screener. In the event the team determines that the student will not be able to access the ELPA Screener with any appropriate accommodations, it will be noted in the students file. We will follow ODE Submission Guidelines and code the student 2-J.

Resources for Identification of English Learners

- See ESSA Section 1112(e)(3)(A)
- See ESSA Section 3113(b)(2)
- Mesoamerican Language Guidance

Section 2. Instructional Programming and Staffing

Legal Requirements and Guidance for High Quality Instructional Programming

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). Dear Colleague Letter, OAR 581-023-0100(4)OAR 581-023-0100(4)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses ESSA Title III 3102
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. Oregon Multilingual Learner Strategic Plan – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learner Strategic Plan – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. Oregon Multilingual Learner Strategic Plan – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring
- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the OAR 581-023-0100 (4).
- Districts must address the Title III purposes under ESSA SEC. 3102.Title III [20 U.S.C. 6812] with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR 584-220-0075 English to Speakers of Other Languages Endorsement Requirement and OAR 584-210-0160 (2) (a) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under ESSA SEC. 3116 Title III. [20 U.S.C. 6826] to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. Oregon Multilingual Learner Strategic Plan - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. Oregon Multilingual Statewide Strategic Plan - Priority 3, Goal 3

District Plan

After reviewing your district's most recent data for ELA/Math/Graduation Rate/OTELP, determine your district's educational goals for multilingual ELs. Format each goal as a SMART goal (Specific, Measurable, Attainable, Realistic, and Timely).

Example: By June 2028, our district will increase the percentage of elementary Multilingual Learners On Track to English Language Proficiency from 55.5% to 63%.

Elementary K-5 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of Elementary Multilingual Learners On Track to English Language Proficiency from 62.8% to 65.94%.	By June 2028, our district will increase the percentage of grade 3-5 Multilingual Learners meeting OSAS ELA proficiency from 28.57% to 30%. By June 2028, our district will increase the percentage of grade 3-5 Multilingual Learners meeting OSAS Math proficiency from 24.49% to 25.71%.

Middle 6-8 (required all districts)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, our district will increase the percentage of Middle School Multilingual Learners On Track to English Language Proficiency from 38.2% to 40.11%.	By June 2028, our district will increase the percentage of Middle School Multilingual Learners meeting OSAS ELA proficiency from 9.40% to 9.87%. By June 2028, our district will increase the percentage of Middle School Multilingual Learners meeting OSAS Math proficiency from 0% to .05%.

High 9-12 (required by all districts with High Schools)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, our district will increase the percentage of High School Multilingual Learners On Track to English Language Proficiency from 32.8% to 34.44%.	By June 2028, our district will increase the percentage of High School Multilingual Learners meeting OSAS ELA proficiency from 0% to .05%.	By June 2028, 100% of our Multilingual Learners will graduate on time.

	By June 2028, our district will increase the percentage of High School Multilingual Learners meeting OSAS Math proficiency from 0% to .05%	

Newcomer 6-8 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)
By June 2028, 20% of Middle School Newcomer students will demonstrate On Track to English Proficiency.	By June 2028, our district will increase the percentage of Middle School Newcomer students meeting OSAS ELA proficiency from 0% to .05% By June 2028, our district will increase the percentage of Middle School Newcomer students meeting OSAS Math proficiency from 0% to .05%.

Newcomer 9-12 (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, 20% of High School Newcomer students will demonstrate On Track to English Proficiency.	By June 2028, our district will increase the percentage of High School Newcomer students meeting OSAS ELA proficiency from 0% to .05%. By June 2028, our district will increase the percentage of High School Newcomer students meeting OSAS Math proficiency from 0% to .05%.	

Students with IEPs (Individual Educational Plan) (if applicable)

Language Proficiency Goal	Core Content Goals (ELA, Math, etc.)	Graduation Goal
By June 2028, our district will increase the percentage of Multilingual Students with IEP's On Track to English Language Proficiency from 15% to 15.75%.	By June 2028, our district will increase the percentage of Multilingual Students with IEP's meeting OSAS ELA proficiency from 0% to .05% By June 2028, our district will increase the percentage of Multilingual Students with IEP's meeting OSAS Math proficiency from 0% to .05%.	

Districts identified for the EL Outcomes Program will receive support from ODE staff to develop a set of complementary high-impact goals that will guide the strategic planning for implementation of systemic interventions over the next four years of identification. For these districts, goals must reflect indicator areas where the district was identified from the EL Outcomes Data Profiles.

From the district Data Profile, identify and list the elementary and secondary grade indicators that are below the Notable Progress level and their level: limited or some progress.

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

Elementary Indicators	Secondary Indicators
On Track to ELP - Limited Progress Regular Attendance - Limited Progress ELA Achievement - Limited Progress Math Achievement - Limited Progress	On Track to ELP - Limited Progress Regular Attendance - Limited Progress Least Restrictive Environment - Some Progress 9th Grade On-Track - Some Progress Post-Secondary Enrollment - Limited Progress

Per OAR 581-020-0613 the Comprehensive Needs Assessment for EL Outcomes Program identified districts "*will examine the root causes impacting student's performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.*"

1. In the table below, identify the schools in your district that implement the following core content program models. The same school may be listed more than once if it implements more than one program model.

Core Content Program Models - Access to on grade level core content

Program Model	**School(s) (indicate whether the school is elementary, middle, or high)**
Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.	N/A
Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student's primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.	N/A
Sheltered Instruction (English is the primary language of instruction): Content-Based Instruction (CBI) or "sheltered" instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.	River Mill ES (K-2) Clackamas River ES (3-5) Estacada Middle School (6-8) Estacada High School (9-12)

Newcomer Program: The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	N/A

2. Use the following table as reference to describe the district's instructional models for English language development in the subsequent table.

English Language Development Instructional Model – English language acquisition

The following ELD instructional models describe the different modes in which students with English learner services receive their English language development instruction.

Service Type	Description
Integrated ELD **'Push-in'**	English language development instruction is provided within the student's mainstream or content-area classroom. English language development standards are integrated with core-content standards. The following educators may provide this instruction: English Language Development (ELD) specialist who collaborates and co-plans with a core content or general education teacher. A core content teacher or general education teacher who collaborates and co-plans with an ELD specialist. A core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist. Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.
Designated ELD	English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a

'pull-out'	portion of the day. This approach is more common in elementary school settings.
Designated ELD Class Period	English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.
Newcomer ELD	English language development instruction is provided in a separate setting with relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than one year) after which they receive ELD instruction through integrated, designated or ELD class periods service types.

Elementary School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s):	**Integrated Model** ELP standards are embedded in Social Science and Science units developed by EL Specialist and co-taught within grade level-classrooms with teachers.	**Integrated Model** ELP standards are embedded in Social Science and Science units developed by EL Specialist and co-taught within grade-level classrooms with teachers.	**Integrated Model** ELP standards are embedded in Social Science and Science units developed by EL Specialist and co-taught within grade-level classrooms with teachers.

	EL Specialist will **push in** during ELA to provide targeted literacy and language development support for Beginning Level ML/EL students. **Pull Out** Instruction delivered in the ELD room targeting the specific language acquisition needs of the ML/EL students.	EL Specialist will **push in** during ELA to provide targeted literacy and language development support for Intermediate Level EL students.	EL Specialist will **push in** during ELA to provide targeted literacy and language development support for Long Term English Learners.
Core ELD Instructional Materials	Language For All social science and science	Language For All social science and science	
Supplemental ELD Instructional Materials	Imagine Learning UFLI Foundations Carousel of Ideas & Frames For Fluency - *Ballard & Tighe*	Imagine Learning	

Middle School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	**Designated ELD Pull Out Class Period** ELD Instruction is provided in the ELD Room addressing the specific language acquisition needs of students.	**Integrated Model** The EL Specialist co-plans and co-teaches in ELA content classes ensuring ELP standards are addressed in lessons. EL Specialist will monitor and assess ELP standards.	**Integrated Model** The EL Specialist co-plans and co-teaches in ELA content classes ensuring ELP standards are addressed in lessons. EL Specialist will monitor and assess ELP standards.
Core ELD Instructional Materials	Vista Higher Learning: Get Ready! 6-8	Amplify Education Additionally, the EL Specialist co-plans and co-teaches in ELA content classes ensuring ELP standards are addressed in lessons. EL Specialist will provide specific language acquisition support	Amplify Education Additionally, the EL Specialist co-plans and co-teaches in ELA content classes ensuring ELP standards are addressed in lessons. EL Specialist will provide specific language acquisition support

		based on individual student needs.	based on individual student needs.
Supplemental ELD Instructional Materials	Sheltered Instruction	Sheltered Instruction	Sheltered Instruction

High School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	**Designated Beginning Level ELD Class Period** ELD instruction is provided by the ELD teacher in the ELD room.	**Designated ELD Class Period** ELD instruction is provided by the ELD teacher in the ELD room.	**Designated ELD Class Period** ELD instruction is provided by the ELD teacher in the ELD room
Core ELD Instructional Materials	Vista Higher Learning: Get Ready! 9-12	HMH English 3D	HMH English 3D
Supplemental ELD Instructional Materials	Sheltered Instruction	Sheltered Instruction	Sheltered Instruction

3. Describe your district's alternative and/or charter schools and their ELD instruction service model(s). Include these models based on EL Proficiency Level(s) if applicable. (The district can copy the table above to include these schools if desired.)

Summit Charter School

Elementary School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s):	Designated ELD Pull Out ELD standards explicitly taught	Designated ELD Pull Out ELD standards explicitly taught	Designated ELD Pull Out ELD standards explicitly taught
Core ELD Instructional Materials	https://vistahigherlearning.com/connect.html	https://vistahigherlearning.com/connect.html	https://vistahigherlearning.com/connect.html
Supplemental ELD Instructional Materials			

Middle School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	Designated ELD Class Period ELD standards explicitly taught	Designated ELD Class Period ELD standards explicitly taught	Designated ELD Class Period ELD standards explicitly taught
Core ELD Instructional Materials	https://www.eltngl.com/myelt	https://www.eltngl.com/myelt	https://www.eltngl.com/myelt
Supplemental ELD Instructional Materials	Actively Learn	Actively Learn	Acitvely Learn

High School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

	Beginning Level **(0-2 years in program)**	**Intermediate Level** **(2-5 years in program)**	**Long-Term English Learners (LTELs)** **(5+ years in program)**
ELD Instruction Service Model(s)	Designated ELD Class Period ELD standards explicitly taught	Designated ELD Class Period ELD standards explicitly taught	Designated ELD Class Period ELD standards explicitly taught

Core ELD Instructional Materials	https://www.eltngl.com/myelt	https://www.eltngl.com/myelt	https://www.eltngl.com/myelt
Supplemental ELD Instructional Materials	Actively Learn	Actively Learn	Actively Learn

4. Describe components of the EL Program Model that have elements that affirm EL student identity**.** Identify components of your EL program containing racially/ethnically, culturally, and/or linguistically affirming elements and explain why/how.

   Our EL Program Model intentionally incorporates components that affirm EL students' identities by honoring their racial, ethnic, cultural, and linguistic backgrounds. Key elements include:

   1. **Culturally Responsive Curriculum:** Our curriculum integrates diverse texts, histories, and perspectives that reflect students' cultures and languages, fostering a sense of belonging and validation.
   2. **Bilingual Liaisons and Family Engagement:** Our district employs bilingual liaisons who connect with families providing guidance and support to help them navigate our systems. We hold monthly Spanish Family Resource nights to provide information on community support resources and educate families on how to access our district's multiple platforms such as PowerSchool, Parent Square and Canvas.
   3. **Professional Development:** Staff receive ongoing professional development that strengthens their cultural responsiveness and deepens understanding of implicit bias. Through this training, teachers develop cultural competency and use culturally sustaining practices to create environments where all students feel respected, supported, and valued.

5. Describe how the district provides targeted, research-based literacy support to students designated as English learners.

   Our district provides targeted, research-based literacy support to EL students in several ways.

   1. Core content literacy curriculum includes specific language and literacy supports for emerging bilingual students. Additionally, EL Specialists will collaborate with classroom teachers to ensure appropriate language acquisition supports are available. These include sentence frames, visual aids, graphic organizers, oral

language development and peer to peer opportunities all while focusing on culturally responsive and inclusive practices.

2. Our district uses state-approved, research-based ELD curriculum that specifically addresses the needs of EL students, ensuring systematic language and literacy growth.
3. On-going professional development is provided for staff on instructional approaches that scaffold language development to ensure equitable access to grade-level literacy.

6. In the following table, identify the number and qualifications of ELD teachers, ELD instructional assistants, and other staff who work with multilingual learners/ELs.

	Number of ELD teachers and their qualifications	Number of ELD Instructional Assistants	Describe other staff who work with ML/EL students (if applicable)
Elementary School(s)	3 ESOL endorsed or appropriately licensure ELD teachers		1 bilingual paraeducator 13 ESOL endorsed classroom teachers
Middle School(s)	1 ESOL endorsed ELD teacher	3 bilingual paraeducators	2 ESOL endorsed content teachers
High School(s)	1 ESOL endorsed ELD teacher	1 bilingual paraeducator	3 ESOL endorsed content teachers
Charter School(s)	1 ESOL, SDAIE 1 ESOL, Bilingual, GLAD, SIOP, BAL		3 bilingual liaisons (Somali, Spanish, Russian)
Alternate Program/ School(s)			

7. Describe the extent to which district administrators and staff mirror the students and communities they serve. What systems of support exist for bilingual staff members?

Currently, our district's administrators are predominantly white and middle class, however, we recognize the importance of having staff who reflect the rich racial, ethnic, cultural and linguistic backgrounds of the students we serve. We are committed to cultivating an inclusive culture in which all staff members feel valued, supported, and

empowered to succeed. We support our bilingual staff through tuition reimbursement opportunities and access to high-quality professional development opportunities. Additionally, we actively seek employee voice through engagement surveys which provide meaningful insight into staff experiences and inform our continuous improvement efforts. Employee feedback is an essential component of maintaining a responsive and supportive environment for all staff members.

Demographic	Students	Staff/Administrators
American Indian/Alaska Native	1%	<1%
Asian	<1%	<1%
Black/African American	1%	0%
Hispanic/Latino	17.5%	6.5%
Multiracial	7.25%	0%
Native Hawaiian/Pacific Islander	<1%	0%
White	73.5%	93%

8. Describe the structure for educators to plan effective learning experiences that meet the needs of multilingual English Learners. Include protected time for Tier 1/core-content instructional staff to consult and engage with ELD staff and any co-planning if appropriate.

Elementary Grades	Secondary Grades
Instructional Planning Structure	**Instructional Planning Structure**
K-5 Weekly Grade Level PLC meeting **K-5** Weekly Tier 3 meeting	**6-8** Weekly 1 hour Content PLC meeting Weekly 2 hour Grade Level PLC meeting

	9-12 Weekly 2 hour Content PLC meeting

9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy.

   All EL Specialists and the district EL Coordinator attend the yearly COSA Multilingual and English Learner conference which provides the opportunity to collaborate and learn alongside peers. There are multiple Culturally Responsive Instructional Pedagogy sessions in which teachers will be able to incorporate their learning in their daily practices. Additionally, K-8 EL Specialists will collaborate with classroom teachers and model those instructional strategies while co-teaching in classrooms.

   The District EL Coordinator provides building level professional development to help staff understand the unique background of multilingual students and their funds of knowledge. Along with the District EL Coordinator, building EL Specialists provide collaborative opportunities with staff to address specific cultural and linguistic demands of our multilingual students.

   The Integrated ELD program at the K-8 level is structured so that the building ELD teacher co-teaches alongside classroom teachers; Social Science and Science K-5 and English Language Arts 6-8. The EL Specialist teaches/models best instructional routines and practices to support language acquisition.

10. Indicate what the focus for professional development will be in the coming two years. [multiple choice, check all that apply]
    - ☑ Integrated ELD – Collaborative Co-Teaching
    - ☐ Dual language program implementation/improvement
    - ☑ Newcomer/Recently arrived students
    - ☐ Multilingual family engagement and communication
    - ☑ Language acquisition strategies
    - ☑ ELP progress monitoring/Data analysis

- ☐ Racial equity
- ☑ Culturally and linguistically responsive practices
- ☐ Culturally Responsive Instructional Pedagogy and Practices
- ☐ Other (write in)

11. Describe the district's professional development prioritization by staff role, position, or experience level in the table below (add additional rows as needed).

Professional development priority	Staff role/position	Staff experience level	Other identified criteria
1st High Yield Instructional Strategies	K-12	All	
2nd Secondary math instructional practices	6-12	All	
3rd Elementary literacy and content knowledge	K-5	All	
4th Inclusive practice/ student belonging	K-12	All	

Resources for High Quality Instructional Programming and Staffing

- An Integrated ELD Guide for District Leaders
- IES (Institute of Education Sciences) What Works Practice Guide, "Teaching English Literacy & Content K-8"
- IES What Works Practice Guide, "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades."
- OELA English Learner Toolkit, chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.
- IES What Works Practice Guide, "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School"
- Regional Education Labs, Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
- Regional Education Labs, Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs
- Regional Education Labs, Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools
- Effective Teacher Professional Development, Learning Policy Institute
- Oregon Open Learning Multilingual/English Learner Resource bank
- ODE Engaging Equity Mindset, Practices and Systems professional development modules

Section 3. Assessment and Progress Monitoring

Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking, listening, reading, and writing) ((6311(b)(7) (Title I), 6823(b)(3)(D) (Title III), 6826(b)(3)(C) (Title III))
- Staff who administer the assessment must be trained (Test Administration OAR)
- Oregon is a member of the ELPA 21 Consortium and requires districts to administer the ELPA Screener and Assessment (Oregon Test Administration Manual (TAM)
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet
- Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring. Oregon Multilingual Learner Strategic Plan - Priority 2, Goal 3.

District Plan

1. Identify who is responsible for working with families to complete the ELPA Screener assessment:
    - ☑ District licensed/certified professional (for example, English learner program coordinator, bilingual specialist, central office administrator, ELD TOSA (Teachers on Special Assignment)
    - ☑ School licensed/certified professional (for example, building administrator, English learner teacher, classroom teacher, counselor)
    - ☐ School support staff (for example, parent/community liaison, paraprofessional)
    - ☐ Other (specify) _____

Training

2. Describe the district's process for annually training test administrators, including who is responsible.

    All district EL Specialists, EL Program Coordinator and any paraprofessional staff assigned to support EL students, participate in Clackamas Educational Services Department ELPA Screener and ELPA Summative training. This training satisfies the ODE requirements needed to administer these assessments. The District EL Coordinator will provide this training for any staff unavailable to attend the live/remote sessions. Once all required reading and viewing of modules are complete, participants will fill out the Test Security Assurance form and submit it to the District Test Coordinator.

Accommodations

3. Describe the district's process for determining and reporting testing accommodations (including domain exemptions).

   All building EL Specialists are included in any new or annual Individual Education Plan (IEP) renewal meetings. The team will determine if any designated supports or accommodations are appropriate and will be documented as such.

   Prior to ELPA testing, the building EL Specialists will review all IEP's of any dually identified EL students for testing accommodations. The EL Specialist will document any accommodations, including domain exemptions, on a district initiated spreadsheet and submit to their building testing coordinator who will then enter any accommodations in the Test Information Distribution Engine (TIDE). The District EL Coordinator will follow up with building EL Specialists to ensure that all documentation is entered into TIDE prior to when students first start the assessments.

Progress Monitoring

4. List the local assessments used to monitor multilingual English learners' progress and programming decisions in the table below.

	Academic Assessments	Language Assessments
Elementary:	**UFLI, Dibles, local & curriculum formative/ summative assessments, SBAC**	**Imagine Learning Benchmarks, ELPA**
Middle School:	**Local & curriculum formative/summative assessments, SBAC**	**ELPA**
High School:	**Local & curriculum formative/summative assessments, SBAC**	**Local & curriculum formative/summative assessments ELPA**

5. Indicate the staff responsible for monitoring students who HOLD CURRENT EL STATUS.
   - ☑ EL Specialist
   - ☑ Content Teacher
   - ☑ Counselor
   - ☑ Educator/instructional assistant
   - ☐ Principal

- ☐ Other classified staff
- ☑ Other licensed staff
- ☐ Other administrative staff

6. Indicate the frequency of the district's monitoring process for students WHO HOLD CURRENT EL STATUS.
   - ☑ During RTI/MTSS regular meetings
   - ☐ Monthly
   - ☐ Every two months
   - ☐ Quarterly
   - ☑ During grading periods
   - ☐ Once a year
   - ☐ Other

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.
   - ☑ State English language arts assessments
   - ☑ State math assessments
   - ☑ State science assessments
   - ☑ State English Language Proficiency Assessment (ELPA)
   - ☑ Formative assessments
   - ☑ Grades
   - ☑ Teacher observations
   - ☐ Other

8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards.

   Language Proficiency Monitoring
   The district uses several assessment tools to monitor progress towards demonstrating language proficiency. The annual ELPA Summative Assessment serves as the overall benchmark for determining progression towards proficiency. Additionally, EL Specialists will use curriculum assessments, classroom based formative & summative assessments and observation & anecdotal records to monitor progress and inform instructional planning.

   Content Proficiency Monitoring
   Annual state summative assessments in English Language Arts, Math, and Science as well as DIBELS, content curriculum and classroom based formative & summative assessments are used to determine proficiency towards content area standards. Content

and grade level teachers regularly participate in MTSS and Professional Learning Community meetings to review student progress data using that information to provide specific supports that accelerate learning.

Resources for Assessment and Progress Monitoring

- Test Administration Manual
- Oregon Accessibility Manual
- ELPA Screener Manual

Section 4. Monitoring Exited Students

Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. (ESSA section 3113(b)(2))
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The monitoring must be of sufficient frequency for the district to provide interventions if needed. (ESSA section 3121(a)(5)) (Dear Colleague Letter, Section H)
- School districts must monitor EL students with parent/guardian waivers for participation in the EL instructional program. The monitoring must be of sufficient frequency for the district to provide interventions if needed. (Dear Colleague Letter, Section G)
- Parents/guardians must approve a monitored EL returning to the EL instructional program. (Dear Colleague Letter, Section H)
- Oregon's Honoring Student Proficiency on the High School (HS) ELPA Summative is a waiver from the U.S. Department of Education that allows the Oregon Department of Education (ODE) to capture all students' responses in ELPA language domains when the student has met proficiency in that domain. The student does not take the proficient domains in future ELPA administrations. ODE staff take the captured responses and recalculates the student's domain results.
- Oregon's Future K – ELPA screener policy. Oregon has established different ELPA screener proficiency levels for students who are in kindergarten. The Future-K policy allows for domain scores of three (3) in each domain to be proficient from March – early January of any given school year.

District Plan

1. Describe the district's process for returning a monitored student to the EL instructional program.

   Each school building will establish a team annually to formally meet and review academic progress of students exited from the EL program. If during this progress

monitoring period a student is struggling academically and an individual support plan is not accelerating growth, it may be recommended that student re-enter ELD. The district EL Coordinator, building EL Specialist and building administrator will meet to review data and team recommendation for reinstatement. Parents/guardians will be invited to meet with that same team to gather input and discuss reinstatement. Parents/guardians must agree with the determination to reinstate their student into ELD. If the parent meeting concludes with a decision to reinstate a student into the ELD program, a Reinstatement Form will be signed by the parent/guardian, building administrator and District EL Coordinator. The student is then scheduled into an appropriate ELD group or class period where ELD instruction is provided.

2. Describe the district's process for monitoring students who have scored proficient on ELPA for four years.

   A student is formally monitored for four years following their exit from ELD services. This monitoring consists of reviewing academic progress in academic courses to document their ability to access grade level curriculum without the support of ELD services.
   - Classroom teachers complete a Student Classroom Monitoring Report for each student in the monitoring status. Secondary teachers will gather this feedback from a Language Arts, Math, and at least one other teacher.
   - A school team meets to review teacher input and individual data regarding academic achievement, interpersonal communication, and attendance.
   - The school team uses the data to determine if the student demonstrates success accessing core content instruction in general education courses without specialized ELD supports and scaffolds. Decisions are documented on a Level of Evidence Monitoring spreadsheet. The monitoring process is complete for students showing strong overall evidence of success in core instruction.
   - An Individual Monitoring Support Plan is put in place for students found to have unclear evidence of success accessing core content instruction, or for students who are struggling academically. This plan provides specific support to help the student more successfully access core content instruction and academic language needs in the areas identified as needing support.

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.
   - ☑ EL Specialist
   - ☑ Content Teacher
   - ☑ Counselor
   - ☐ Educator/instructional assistant
   - ☐ Principal

- ☐ Other classified staff
- ☑ Other licensed staff
- ☐ Other administrative staff

4. Indicate the frequency of the district's monitoring process.
   - ☑ During RTI/MTSS regular meetings
   - ☐ Monthly
   - ☐ Every two months
   - ☐ Quarterly
   - ☐ During grading periods
   - ☑ Once a year
   - ☐ Other

5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.
   - ☑ State English language arts assessments
   - ☑ State math assessments
   - ☑ State science assessments
   - ☑ Formative assessments
   - ☑ Grades
   - ☑ Teacher observations
   - ☐ Other

6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

   Teachers participate in regular PLC and Multi-Tiered System of Supports (MTSS) meetings to discuss and implement instructional interventions for all students not progressing towards essential learning standards. EL Specialists will collaborate with classroom/content teachers to determine specific language acquisition support and scaffolds respective to individual students.

Monitoring Students With EL Program Parent Waivers

7. Describe the district's process for monitoring students with parent/guardian waivers for participation in the ELP program. Districts are required to monitor these students' progress learning English and accessing on grade level core content to provide instructional interventions if appropriate (add in check boxes from above for waiver monitoring).

EL students with parent/guardian waivers for participation in the ELP program are given the same amount of consideration as those students currently receiving ELD instruction. Classroom and content-area teachers convene on a regular basis during PLC and MTSS meetings to review student academic performance. Special consideration is given for all students identified as English Language Learners to ensure linguistic supports are addressed. All students are considered through an equitable lens and instructional decisions are guided by identified strengths and areas of need to ensure appropriate, targeted support.

8. Describe the district's process for communicating the academic needs of waived EL students to parents/guardians.

The district communicates student academic progress through multiple, systematic measures. Students who have waived EL services continue to receive the same level of monitoring and consideration as all other students.

- Formative and summative assessment data are entered into the district's Student Information System (SIS) on a biweekly basis. Parents and guardians are encouraged to monitor ongoing progress through the SIS Parent Portal.
- Annual assessment results, including the ELPA Summative and state SBAC assessments, are distributed to families with an accompanying explanation of performance levels and information describing how progress toward proficiency is monitored.
- Parent-teacher conferences are held each fall and spring to provide structured opportunities to review academic progress, address areas of concern, and collaboratively develop plans for continued growth and improvement.

Resources for Progress Monitoring for Exited Students

- See ESSA section 3121
- See OELA EL Toolkit, Chapter 8
- See ESSA EL Toolkit, Chapter 7
- MTSS4ELs Meeting the Needs of English Learners Through a Multitiered Instructional Framework

Section 5. Equitable Program Access, policies, and practices

Legal Requirements and Guidance for Equitable Program Access

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake ESSA; U.S. Department of Justice & U.S. Department of Education, 2015 ESSA; U.S. Department of Justice & U.S. Department of Education, 2015. Districts must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.

- Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student's IEP or 504 team. The team must include staff that understand second language acquisition.
- ESSA; U.S. Department of Justice & U.S. Department of Education, 2015
- English Language Proficiency Assessment Guidance – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- ESSA Title III (SEC. 3115. [20 U.S.C. 6825])
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learners Strategic Plan - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. Oregon Multilingual Learner Strategic Plan - Priority 2, Goal 5.

District Plan

1. Use the table below to identify the proportion of never, former, current, and monitored EL students engaging with key programs.

   *Data does not include Summit Charter School.

Student Group	Proportion of students in Special Education	Proportion of students in TAG
Never EL students:	*19.2%*	*1.8%*
Former EL students:	*2.6%*	*0%*
Current EL students:	*17.5%*	*0%*
Monitored EL students:	*0%*	*12.5%*

	Proportion of students enrolling in AP/IB courses.	Proportion of students enrolling in college credits.	Proportion of students earning a diploma.		Proportion of students enrolling in CTE courses
			Regular	Modified	
Never EL students:	*8.1%*	*3.4%*	*85.5%*	*3.3%*	*39.3%*
Former EL students:	*2.3%*	*.54%*	*6.0%*	*0%*	*4.1%*
Current EL students:	*19%*	*.2%*	*3.4%*	*.08%*	*3.2%*
Monitored EL students:	*0%*	*0%*	*1.7%*	*0%*	*.9%*

	Proportion of students completing AP/IB courses. (district to pull this data)	Proportion of students completing college credits. (district to pull this data)	Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet)	Proportion of students completing CTE courses (district to pull this data)
Never EL students:	*8.1%*	*13.1%*	*1.5%*	*20.7%*
Former EL students:	*6.3%*	*5.3%*	*26.1%*	*67%*
Current EL students:	*0%*	*5.9%*	*30.8%*	*27.7%*

2. Describe the district's process for identifying and serving multilingual students who are talented and gifted.

   Our district administers the Naglieri Nonverbal Ability Test to all second grade students as a universal screening measure for potential TAG identification. The school TAG coordinator collaborates with teachers, families, and students to develop individualized TAG plans which are implemented by classroom teachers. If an EL student is not identified through the Naglierei assessment and there is a concern that language may have impacted performance, a team reviews additional data, including student work samples and academic records, to determine whether TAG identification is warranted.

3. Describe the district's process for serving students who are dually identified as English learners and for special education.

   Our district is committed to providing coordinated, individualized support to students who are dually identified as English Learners (ELs) and receiving special education services. Recognizing their unique needs, the district employs a comprehensive process to ensure these students receive equitable access to instruction and services.

- EL Specialists actively participate in IEP meetings to provide input on language development needs and appropriate supports. Trained interpreters facilitate communication during IEP meetings, ensuring families fully understand and contribute.
- The district is committed to inclusive practices, ensuring that students receive instruction in general education classrooms to the greatest extent appropriate, supported by qualified staff. IEP accommodations are implemented collaboratively by learning specialists, classroom teachers, paraeducators, and bilingual paraeducators, as needed.
- Speech pathology, occupational therapy and physical therapy supports are provided by district personnel. Additionally, we partner with Columbia Regional Inclusive Services to provide resources for our hard of hearing students

4. Describe the district's pre-referral SPED process for EL students, including:
    - Assessment considerations
    - Parent/guardian interviews
    - Student educational history
    - MTSS/RTI process
    - Etc...

Our district's pre-referral process includes multiple data points:

- Teachers and/or parents can refer students with academic or behavioral concerns to the district's Intervention Team (I-Team) process.
- EL Specialists will be a part of the I-Team to provide input and specific strategies for all EL students.
- If targeted interventions are implemented and do not result in measurable progress, students may be considered for further evaluation. When appropriate, assessments are administered in Spanish for students who are not English-speaking.
- If students do qualify for special education services, the SPED case manager, EL specialist, and teachers will meet with parents and students, if appropriate, to develop an Individualized Education Plan.

5. Describe the district's process for access to IB/AP/dual enrollment courses as related to EL students.

   All students have access to AP and dual enrollment courses. Students can meet with high school counselors for guidance and advice on choosing courses appropriate to support their post high school goals be it college or career. District bilingual liaisons are available to facilitate this conversation between families and school. Additionally, teachers can utilize district in house translation services to ensure coursework is accessible to our non-English speaking students.

6. Describe the district's process for access to CTE courses as related to EL students.

   All students have access to CTE courses. Students can meet with high school counselors for guidance and advice on choosing courses appropriate to support their post high school goals be it college or career. District bilingual liaisons are available to facilitate this conversation between families and school. Additionally, teachers can utilize district in house translation services to ensure coursework is accessible to our non-English speaking students.

7. Describe the district's process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior educational experiences along with the district's implementation of Access to Linguistic Inclusion, HB2056.

   Our district understands the importance of ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time.

   - All students have access to course catalogues to help guide them as they complete their forecasting sheets for the following year. Counselors are available to assist and interpreting services are provided for non English speaking families.
   - For newly enrolled students, transcripts are requested through our registration process to ensure students receive appropriate course credits.
   - Our district Spanish bilingual liaisons will attempt to contact the previous schools of our newcomer students to request records for the determination of course credits. Our newcomer students will meet with counselors to schedule classes that ensure they are on track to graduate.

8. Describe the process employed to analyze scheduling decisions to ensure that students who are engaged with EL programming have equitable access to extracurricular and enrichment opportunities.

    - At the elementary level, all EL students receive English Language Development instruction as part of our push in Language-For-All model. Students are not pulled out of class but rather receive English language instruction through social science and science content. Language instruction for newcomer students is provided by EL specialists in small groups outside of core content, P.E., music and library to ensure equitable access.
    - At the middle school level, our dually endorsed EL Specialist provides English Language Development instruction in grade level Language Arts courses. Our newcomer students receive additional support from bilingual paraeducators in core content classes. This allows all EL students opportunities to take P.E. and one elective class.
    - At the high school level, students receive English Language Development instruction in a dedicated ELD class. The seven period block schedule allows students to participate in all core and elective classes.

9. Describe the support provided to newcomers and students with limited or interrupted formal education. What is the district's process for evaluating the prior schooling experiences of students with non-U.S. schooling experiences?

    Newcomer students and students with limited or interrupted formal education receive targeted support to ensure equitable access to academic success and language development.

    - Our Spanish bilingual liaisons will welcome families and gather information about prior schooling outside the United States as well as language and literacy development.
    - Secondary counselors will meet with EL Specialists to review transcripts and family information to determine course placements.
    - EL Specialists provide targeted language and literacy instruction to our newcomer students individually or in small groups. Additionally, Spanish bilingual paraeducators will support newcomer students in content classrooms.

10. Describe the district's process for engaging EL students in earning the Oregon State Seal of Biliteracy/Multiliteracy. Of the district's EL student population, what percentage rate of graduating seniors earn the Seal of Biliteracy/Multiliteracy?

    3.2% EL students earned the Seal of Biliteracy/Multiliteracy

    Our teachers and counselors promote and encourage our biliterate students to obtain the Oregon State Seal of Biliteracy/Multiliteracy. Counselors, teachers and our Spanish family liaison staff reach out to families of multilingual seniors, providing information about the benefits and recognition associated with earning the State Seal. To support student readiness, all students enrolled in the Heritage Spanish course develop and strengthen their Spanish literacy skills, while honoring and valuing their cultural and linguistic backgrounds. Additionally, the district assumes the financial responsibility for all students participating in the required STAMP (Standards-Based Measurement of Proficiency) assessment. This commitment ensures equitable access and opportunity for all students to earn the Oregon State Seal of Biliteracy.

11. Identify potential barriers that EL students may experience to language development, content learning, and/or socio-emotional development because of the policies and practices in place.

    English Learners in our district may encounter several barriers to language development, content learning, and socio-emotional growth influenced by current policies and practices.

    Language Development Barriers

    - Professional development to provide teachers with sheltered instructional strategies to support multilingual learners is not readily available. Although EL Specialists have the expertise to provide ELD strategies, many classroom teachers are not equipped with the knowledge and skills to deliver sheltered instruction which may lead some students to struggle with accessing content.
    - When classroom materials are not translated, students are incapable of accessing core content.

    Content Learning Barriers

    - Inconsistent integration of language and content standards is a lost opportunity for students to develop language proficiency alongside content instruction. Language is the pathway to understanding academic content while content gives language purpose and context. Teaching both language and content is essential for our EL students to engage with their peers in grade level content.

Socio-Emotional Development Barriers

- Long-term EL students who are repeatedly placed in ELD courses may develop negative perceptions of EL services. As a result, some opt out at the high school level, which can hinder language development and limit access to core content.

12. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists.

    Our district is committed to implementing policies and practices that actively dismantle oppression, marginalization, and harm experienced by English Learners. We strive to create an equitable and inclusive educational environment where all EL students are affirmed and supported. Key policies and practices include:

    - **Culturally Responsive Curriculum**: Our curriculum adoption process includes a review to ensure curricula reflects and honors the diverse languages, cultures, and histories of EL students. Community members are encouraged to review materials and provide feedback prior to adoption.
    - **Equitable Access to Academic and Enrichment Opportunities**: Our policies and practices provide opportunities for EL students to access advanced coursework, Career and Technical Education, extracurricular activities, and leadership roles.
    - **District Equity Policy**: The district equity policy aims to ensure that decisions are guided by an equity lens, with resources allocated to eliminate barriers that disproportionately impact marginalized students.
    - **Data Driven Equity Monitoring**: Through regular analysis of disaggregated data related to EL student outcomes, discipline, and access to services helps identify disparities and informs targeted strategies.

13. What obstacles have you encountered that have prevented the implementation of successful policies and practices? What resources are needed to overcome these barriers? Are these resources available to you?

    Despite our district's strong commitment to serving English Learners equitably, we have encountered several obstacles that impact the full implementation of successful policies and practices. Our shortage of bilingual educators and staff who reflect the linguistic and cultural background of our students can hinder culturally responsive instruction as well as family engagement. We also find that lack of time for professional development and training on language acquisition strategies and equity focused practices may cause systemic barriers for our EL students Overall, insufficient funding for the advancement of our EL students has created disparity among our student population.

Resources needed to counter these obstacles include increased funding to hire and retain bilingual and culturally competent staff. Additional funding to expand ongoing professional development opportunities with dedicated time for collaboration and learning would greatly benefit our distinct and the EL students we serve.

Resources for Equitable Program Access

- See OELA EL Toolkit, Chapter 6
- IES (Institute of Education Sciences) Regional Education Labs, Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice
- MTSS (Multi-Tiered Systems of Support) for English Learners
- English Learners With Significant Learning Difficulties or Disabilities: Recommendations for Practice
- MTSS4ELs Core and Supplemental English as a Second Language Literacy Instruction for English Learners
- MTSS4ELs Professional Development to Support a Multitiered Instructional Framework

Section 6. Family Engagement and Communication

Legal Requirements and Guidance for Family Engagement and Communication

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners (ESSA Sec. 3113(b)(2))
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A)
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet
- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 1
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 2

District Plan for Family Engagement and Communication

1. Provide a brief narrative description of district strategies and opportunities for engaging ML/EL families and communities as authentic partners.

   Our EL Families are supported and encouraged to engage through translated flyers for all school events and opportunities. The district also conducts an on-line Parent Experience

Survey twice a year to obtain feedback and input from families regarding positive experiences and to understand their areas of concern.

The district hosts a monthly or bi-montly Spanish Resource Night. These events provide opportunities for in-person discussions on upcoming school events such as conferences, report cards and potential virtual learning due to weather events. Tutorials are also provided for how to access student grades in our SIS and ParentSquare communication app. Additionally, time is provided for families to discuss any issues or concerns.

The district English Language Development Department hosts a Family Engagement night once per year for all EL students and their families. This is an opportunity for families to interact with their child's English Language Development teacher, learn how language services are provided and enjoy fellowship over food and games.

2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions.

   The district provides opportunities for students to inform program decisions, curriculum adoptions and fundraising decisions in several ways.

   - The district conducts a Student Engagement Survey twice per year to gather student voice on what is working well and where we have opportunities for improvement.
   - Classroom teachers hold individual conferences with students to collect feedback on positive school experiences and to identify any challenges that may be impacting engagement or learning.
   - During a new curriculum adoption process, curriculum materials are available for students to review and give feedback.

3. Describe how the district provides parents/guardians with access to their student's academic progress and educational information in their home language. What training does the district provide to students' parents/guardians school to family communication platforms such as ParentVUE, Parent Square, Remind, Canvas?

   The district's Translation Department hosts monthly or bi-montly Spanish Family Resource Nights. These events provide families with valuable information and training on how to access student grades and academic progress through the PowerSchool Student Information System (SIS). Additionally, participants receive training on the use of Canvas, ParentSquare, and Parent PickUp Patrol-all of which are accessible in multiple languages.

Parent-teacher conferences are offered twice per year. Our Translation Department will either contact all families requiring Spanish interpretation to schedule conferences or provide information on how to access PTCFast, the on-line conference scheduler.

4. Describe how the district provides translation and interpretation services. Include details on services provided in-house and outsourced. List languages among district staff members who provide interpretation and translation services.

   Estacada School District employs two full-time Spanish translators available to interpret for any parent communication needs. They will translate all district, classroom, and teacher communications along with providing interpretation for IEP and other family meetings. Each building employs at least one Spanish bilingual staff member able to interpret on-demand as needed. We also utilize IRCO interpreting service as an outside source for parent-teacher conference interpretations.

5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators.

   At the time of enrollment, parents complete the Language Use Survey. Question 4 asks in what language they would like to receive communication. Our Translation team will reach out to the Spanish speaking families to offer support, answer any questions and provide information on how to receive language assistance. All Parent Notification Letters inform parents/guardians that free interpretation is available upon request.

6. Describe the district's procedures that ensure that interpreters and translators have knowledge of all specialized educational terms and concepts.

   Our district is committed to providing high-quality language assistance services by ensuring that interpreters and translators possess the necessary knowledge of specialized educational terms and concepts relevant to English Learners and special education.

   - The district employs or contracts with interpreters and translators who have demonstrated proficiency in both the target language and English, with a focus on educational terminology and concepts.
   - When offered, our interpreters and translators participate in ongoing training provided by Clackamas ESD, which covers specialized educational vocabulary, instructional strategies, assessment terminology, and relevant laws and policies related to EL and special education services.

- Interpreters and translators work closely with EL and special education staff to familiarize themselves with specific instructional materials, Individualized Education Plans (IEPs), and language development frameworks used within the district.

7. Describe the district's process to report this plan, information about programs, services, and activities available to everyone, and student progress to the community meaningfully and transparently.

   Information about programs, services, activities and student progress is shared through newsletters, letters mailed directly to families homes, emails, ParentSquare and social media in families' home language. Our Spanish Translation team supports communication during events and individual meetings.

8. Describe how the district differentiates community engagement support and strategies for various EL communities served.

   We provide communications in Spanish for our Spanish EL families, using culturally appropriate messaging and formats. This includes translated materials, phone calls, and digital outreach. Our Spanish bilingual team builds trust, facilitates two-way communication, and tailors engagement activities to community preference such as in-person meetings, phone calls, text messages and evening events.

Resources for Family Engagement and Communication

- ODE Community Engagement Toolkit
- OELA (Office of English Language Acquisition) Family Toolkit
- Regional Education Laboratory Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement
- MTSS4ELS Fostering Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports

Section 7. Program Evaluation

Legal Requirements and Guidance for Program Evaluation

- Districts must engage in a self-evaluation every two years and provide that evaluation to the state. Castañeda, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841(b)(2)
- Districts must engage in an ongoing evaluation in accordance with OAR (Oregon Administrative Rules) 581-023-0100 (4)(f) Evaluation of program effectiveness in preparing EL students for academic success in the mainstream curriculum.

- Title III requires LEAs (Local Education Agencies) to provide SEAs (State Education Agencies) with an evaluation including, among other things, the number and percentage of children in programs and activities attaining English proficiency at the end of each school year; and SEAs to use. 20 U.S.C. § 6841
- School districts are required to evaluate their LIEPs for effectiveness and modify programs that prove to be unsuccessful as outlined in the OCR Memorandum: Developing Programs for English Learners .

District Plan

1. Describe the district's process for evaluating the effectiveness of the district's services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?

   Our district uses multiple metrics to measure the effectiveness of services provided to Multilingual English learners. We monitor ELPA scores over time and analyze data related to essential learning standard proficiency, attendance, and classroom-based formative and summative assessments. This comprehensive data review allows us to respond effectively to individual student needs while also identifying and addressing systemic trends and concerns.

2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.

   Evaluation of services is led collaboratively by district/building administrators, EL staff, students and families. District and building administrators, EL Coordinator and EL Specialists review the data to identify target areas and coordinate interventions. Student and family voice is collected through yearly surveys that are used to help us understand and respond to issues not related to test scores.

3. Briefly summarize any areas of concern or priority that have emerged because of program evaluation and share how they are being addressed.

   Through our data collection and analysis, our elementary EL Specialists recognized our students ELPA scores were not progressing as expected. To address this, their daily schedule was adjusted to provide more opportunities for targeted small group instruction as well as time to push in classrooms during the ELA blocks. This will allow the EL Specialist to really understand the specific linguistic needs of students and provide explicit instruction to accelerate language acquisition.

Resources for Program Evaluation

- Oregon Accelerated Learning Dashboard
- Education Northwest District EL Program Rubric
- See OELA EL Toolkit, Chapter 9 for guidance on evaluating the effectiveness of a district's EL program
- Regional Educational Laboratory (REL) Program Evaluation Toolkit
- IES (Institute of Education Sciences) What Works, "Using Student Achievement Data to Support Instructional Decision Making"
- Office for Civil Rights Program Evaluation

Resources/References

Guidance for all sections

- Dear Colleague Letter – January 2015 – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance (2016 & 2019) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- ESSA Title I and Title III – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
- OELA (Office of English Language Acquisition) Toolkit. This toolkit provides support for each chapter included in the Dear Colleague Letter.
- Office for Civil Rights – Parent Language Rights This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.
- Oregon Multilingual Learner Strategic Plan .